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ABSTRACT

This booklet describes a course of instruction on the dictation and transcription of Spanish shorthand. Topics discussed include course description; course enrollment guidelines; course content; suggested procedures, strategies, and learning activities; evaluative instruments; and resources for students and teachers. An appendix contains tests, brief forms, word derivatives, phrases, vocabulary, and translation. (SK)

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U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

FL004661

SPANISH SHORTHAND—DICTATION AND TRANSCRIPTION

Business Education 7707.32
Foreign Language 7505.43
Spanish S 7509.81

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SPANISH SHORTHAND--DICTATION AND TRANSCRIPTION

Business Education	7707.32
Foreign Language	7505.43
Spanish S	7509.81

Written by Elena Gonzalez-Ravelo
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE—SPANISH SHORTHAND—DICTATION AND TRANSCRIPTION

II. COURSE NUMBERS—7707.32, 7505.43, or 7509.61

III. COURSE DESCRIPTION

A. Synopsis
Application of skills and knowledge in transcribing Spanish dictation. The student will be able to distinguish between the proper term to be used in the translation and the mere verbatim translation of the written material. The course includes related inquiry into opportunity for employment and the ethics of the secretary.

B. Subject Status
Elective; may be used for Business Education, Foreign Language, or ESL credit.

C. Textbook
A book written in Spanish should be used. None is available on the state adopted list; the school will need to purchase a book such as the one listed in Resources for Students.

A Student's Transcript should also be furnished each student.

D. Occupational Relationships
Bilingual typists
Bilingual receptionists
Bilingual office clerks
Bilingual secretary
Executive bilingual secretary

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
The student should have attained the objectives of Spanish Shorthand—Speedbuilding prior to enrollment in this course.

B. Pretest
The student will be tested at the beginning of this quin on:
1. Word beginnings and endings
2. Spanish brief forms
3. Spanish business forms
4. Spanish business phrases
5. Diacritical marks, syllabication and punctuation marks
6. Dictation and transcription in Spanish

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course of study, the students will be able to—

1. use essential elements in fusing words to connect sounds;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

2. write all of the Spanish brief forms in their primitive forms and their derivatives;

3. omit or retain vowels based on the diacritical marks used;

4. use good habits in writing Spanish shorthand outlines;

5. take dictation from practiced material in Spanish at 80 words a minute for five minutes and transcribe this dictation on the typewriter with 95 percent accuracy;

6. take dictation from unfamiliar material in Spanish at 70 words a minute for five minutes and transcribe this dictation on the typewriter with 95 percent accuracy;

7. compose letters in Spanish using the appropriate Spanish business terminology from brief instructions dictated in English;

8. interchange words and/or phrases without losing the intended meaning of the sentence; and

9. punctuate, spell, and use orthographic accents correctly when necessary.

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic
      a. For each student
         (1) Desk adjustable in height with ample writing surface
         (2) Chair with book rack, suitable for typing posture
         (3) Typewriter
         (4) Textbook
         (5) Shorthand notebook (2)
         (6) Paper for transcription
         (7) Pens
      b. Chalkboard--chalk
      c. Stopwatch, 60-second single sweep, silent stop
      d. Interval timer with bell
      e. Manual
      f. Brief form wall chart in Spanish
   2. Supplementary
      a. Wall posture chart
      b. Hand position chart
      c. Overhead projector with roll attachment, and shorthand transparencies
      d. Pens for acetate writing
      e. Screen
      f. Tape recorders and cassette units with headsets (or multi-channel stations)

VI. COURSE CONTENT, Continued

g. Instructional magnetic tapes, correlated with the lesson materials
h. Filmstrip projector

B. Pre-Dictation Activities
1. Arrangement of work area
2. Readiness attitude

C. Techniques
1. Posture
a. Erect sitting position
b. Correct position of writing pad in relation to the body
2. Stroking
a. Proper holding of pen (or pencil)
b. Finger position for page turning
3. Notebook
a. Dating of dictation
b. Band around used portion of notebook
c. Indication of transcribed letters

D. Fundamental Skills
1. Skills common to English and Spanish shorthand
a. Writing of circles when curves occur
b. Blending of consonants
c. Blending of vowels
d. Writing of circles when angles occur
e. Rules for rapid writing of strokes
f. Rules for prefixes
g. Rules for endings
h. Rules for phrasing
i. Compound words
2. Main differences in Spanish and English Shorthand (The following topics are not presented in the order in which they are introduced to the students. The list will serve as a reminder to the teacher of the points in which the two shorthands differ. The items have not been stressed in previous courses.)
a. Phrases related to time
b. Phrases with fusion
c. Phrases with omission of words
d. Adverbial phrases
e. Phrases with "que," "de," "parte," and "poder," with different verb endings
f. Phrases with "usted"
g. Countries and nationalities
h. Intersections
i. The three endings of regular verbs with their respective declentions (irregular verbs)
j. Punctuation marks
k. Omission of "io"

VI. COURSE CONTENT, Continued

l. Non-fusion of "miento"
m. Double letters: rr, ll, oo, aa, aha, etc.
n. Omission of letters that are understood
o. Omission of vowels in derivatives
p. Non-gerund endings with the usage of "ando"

E. Spanish Business Vocabulary Drills

F. Spanish Business Expressions and Phrases

G. Spanish Grammar—practical review of morphology, syntax, orthoepy, and orthography

H. Spanish Business Correspondence
1. Letters of application
2. Letters accompanying another business paper or form
3. Letters acknowledging receipt: Payment, merchandise, etc.
4. Letters announcing services or merchandise
5. Public relations letters
6. Collection letters
7. Other forms of communications: memoranda, circular letters, telegrams, etc.

I. Dictation and Transcription Drills
1. Mailable
a. Letters
b. Memoranda
c. Manuscripts
2. Typewriting
a. Letter placement
b. Attractiveness
c. Correct copies
d. Neat erasures

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES

A. Suggested Teaching Methods
1. Using the chalkboard
The brief forms and word derivatives, as well as all phrases introduced in the last 30 lessons of the textbook, Taquigrafia Gregg, Segundo Curso, should be spelled in Spanish sounds and written on the board for class drill.
2. Method to be used
The main objective in Spanish shorthand is to take dictation and transcribe it fluently and accurately. The teacher may use either the inductive or deductive method, or a combination of both. The functional method, the writing of outlines already read and learned by the students, will enhance the students' speed and accuracy.

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

3. Home assignment
The students should be aware of the importance of preparing themselves for the next class in order to write the shorthand outlines without hesitation. Inasmuch as the material to be covered does not permit prolonged periods of class time for one lesson or topic, the students are urged to read the graduated readings at home and copy the readings at least once.

4. Classroom environment
A well lighted and quiet classroom is essential to obtain good results in this subject.

Discussion of material should be avoided as this is not a discussion-lecture type class. Exposition of material should be at the board in a sequential and brief form.

B. Review
Review of previous lessons will help intensify growth in weak areas of learning, enabling students to follow instructions and produce finished products in correct form.

TYPE OF DRILL	PROCEDURE
1. Theory Drills	Students will read the symbols representing the rules to be applied and practice them once or twice. A number of different words relating to the same principle should be practiced so that the students have a knowledgable skill of the outline.
2. Spanish Business Expressions and Phrases	Students should review the meaning of the different Spanish business forms and be able to write them in shorthand without hesitation by practicing them in context (letters). They should be able to decide upon the appropriate salutations and closing lines.
3. Spanish Grammar	Reinforces the vocabulary of the students enabling them to make quick decisions and connections when a word is omitted while taking dictation.
	Drills may come from the workbook or the instructor may develop some. The students must be told what lessons or topics to use.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

4. Spanish Business Correspondence	The students will practice taking and transcribing letters stressing the importance of the three most important qualities in the composition of a Spanish letter—precision, conciseness, and tone. Practice in using appropriate Spanish business forms for common Anglicisms such as "chequear," "verificar," "confrontar," etc.; "solicitar" for applying or requesting. The students will pay close attention to the construction and usage of words from the graded readings and other sources. The teacher should stress the importance of using good, concise business terms in the composition of letters.
5. Dictation and Transcription	Typing assignments from shorthand notes and shorthand plates will help the students read at a rapid pace and transcribe accurately. Students will take dictation from the teacher, tape recorder, or record player for three minutes at 70 words a minute (or faster) at the completion of the course.

VIII. EVALUATIVE INSTRUMENTS

A. Pretest

This test should be administered at the beginning of the course and used as a screening device to determine individual placement within the course by identifying areas of strengths and weakness. See the Appendix for suggested samples of this test.

B. Interim Tests

Taped or live dictation of new and/or practiced material at 80 to 100 words a minute for five minutes will be transcribed in mailable form.

1. Theory Test
To determine how much the students have learned, teachers may construct their own theory tests or use the overall test as part of the final evaluation.

VIII. EVALUATIVE INSTRUMENTS, Continued

2. Spanish Brief Forms, Derivatives, and Phrases
Teachers may construct their own tests at regular intervals and use an overall test as part of the final evaluation. Ninety percent accuracy is suggested as a goal.

3. Spanish Business Vocabulary
This test will measure the students' ability to translate into English the most common business terms in Spanish without using verbatim translation.

4. Dictation and Transcription
Taped or live dictation of new and/or practiced material at 80 to 100 words a minute for five minutes will be transcribed in mailable form.

5. Spanish Business Correspondence
Teacher-made tests will be so constructed that students' skills in composing or constructing correct sentences, statements and letters can be evaluated.

C. Final Evaluation

The final evaluation should measure all of the performance objectives in this course of study. Successful completion of this test indicates that the student has met the requirements for entry into Advanced Dictation and Transcription. If the student's score is low, he/she may feel more comfortable enrolling in Shorthand Transcription.

IX. RESOURCES FOR STUDENTS

A. Books

Agnew, Peter L. y Meehan, James R. Manual Practico de la Secretaria. Traduccion y Adaptacion del ingles de Anibal Leal. Publicado por South-Western Publishing Co., Cincinnati, 1960.

Ferrari C., Ada Maivia; González E., Debora María; Barrera Elvira Ruth; y Macia, Matilde. Técnica Mecanografica, Segunda Edición. Publicado por South-Western Publishing Co., Cincinnati.

Gregg, John Robert, y Maelsig, Otto H. Taquigrafía Gregg, Segundo Curso. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1969.

Gregg, John Robert, y Maelsig, Otto H. Clave de la Taquigrafía Gregg, Segundo Curso. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1969.

IX. RESOURCES FOR STUDENTS, Continued

Gregg, John Robert. Estudios de Rapidez en Taquigrafía Gregg Simplificada. Torreblanca, Ildefonso, Haelsig, Otto H. Publicado por Gregg Publishing Division, McGraw-Hill Book Co., Inc.

Gregg, John Robert. Frases y Palabras de Uso Más Frecuente en Taquigrafía Gregg. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1970.

Revilla, Santiago. Gramática Española Moderna. Theoría y Ejercicios. McGraw-Hill Inc., España, 1968.

Velazquez. Spanish and English Dictionary. Follett Publishing Co., New York, 1966.

B. Newspaper

Diario de las Américas. Miami, Florida. Daily.

X. RESOURCES FOR TEACHERS

A. Books

Alexander, Robert J. Latin America, A Scholastic World Affairs Multi-Text. Published by Scholastic Book Services, Div. of Scholastic Magazines, Inc., New York, N. Y., 1967.

Gregg, John Robert, y Haelsig, Otto H. Manual del Instructor Taquigrafía Gregg, Segundo Curso. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1970.

Gregg, John Robert; Torreblanca, Ildefonso; y Haelsig, Otto H. Clave de Estudios de Rapidex en Taquigrafía Gregg Simplificada. Published by Gregg Division, McGraw-Hill Book Co., España, 1954.

B. Magazines and/or Periodicals

Business Education World. Gregg Division of McGraw-Hill Book Co. "Business Education South of the Border," Vol. 50, Number 5, March-April, 1970.

Business Education World. Gregg Division of McGraw-Hill Co. "Bilingual Education for Office Occupations," by Maxine Emery. Vol. 51, Number 3, January-February, 1969.

Business Teacher. Gregg Division of McGraw-Hill Book Co. "The Systems Approach in Office Practice" by Fred C. Archer. Vol. 46, Number 3, January-February, 1969.

X. RESOURCES FOR TEACHERS, Continued

Business Teacher. "New Era in Filing Practice," by Jeffrey Robert Stewart, Jr., Vol. 46, Number 4, March-April, 1969.

The Balance Sheet. Cincinnati: South-Western Publishing Co., Monthly, October through May.

A P P E N D I X

SUGGESTED TEST ITEMS

A. Brief Forms Test

Dictate the following brief forms at 6-second intervals.

1. unos, unas
2. muy
3. todavía
4. acabar
5. favorecen
6. recibir
7. volver
8. lejos
9. cualquiera
10. cualesquier
11. responsable
12. satisfacción, satisfactorio
13. mensuales
14. ferrocarriles
15. posición
16. recibir
17. recibían
18. grandioso
19. agrandamiento
20. recuerdo
21. hora
22. día
23. general
24. indeseable
25. donde
26. compañía
27. reorganización
28. coordinación
29. despacho, después
30. probable
31. progreso
32. mensualidad
33. faltar
34. irresponsabilidad
35. deseos
36. acabaron
37. que
38. en, no
39. demasiado
40. aunque
41. carta
42. referencia
43. ningún
44. provecho
45. gobierno
46. objeto
47. cantidad
48. nada
49. importante, importancia
40. cierto

SUGGESTED TEST ITEMS, Continued

B. Theory Test

Dictate the following words at 6-second intervals.

1. Acapulco
2. débil
3. desorden
4. particularidad
5. febrero
6. apreciaba
7. referente
8. presentar
9. quisiste
10. alcántara
11. consecuencia
12. conque
13. fabricante
14. historia
15. constarricense
16. cubano
17. generalmente
18. mejoramiento
19. cargamento
20. ciudad
21. Buenos Aires
22. barahunda
23. vulgaridad
24. carruaje
25. puntuación
26. trabajaría
27. jueves
28. emigrante
29. favorecedor
30. aturdido
31. refuerzo
32. certificación
33. superabundante
34. superintendente
35. humano
36. guatemalteco
37. matemáticas
38. novedad
39. oyentes
40. clientes
41. huida
42. intrigante
43. rebajaríamos
44. averiguable
45. acompañaré
46. superación
47. superior
48. disminución
49. pacientemente
50. necesariamente

SUGGESTED TEST ITEMS, Continued

C. Spanish Business Vocabulary and Phrases Test

Dictate the following vocabulary and phrases at 8-second intervals.

1. a esta
2. a una
3. a usted
4. de nuestro
5. desde luego
6. para el
7. por correo aéreo
8. sin embargo
9. los cuales
10. acaba de
11. de referencia
12. en el cual
13. del mes en curso
14. su orden
15. a el
16. tiene el
17. para que los señores
18. es posible
19. valor del
20. a favor del
21. de la manana
22. de la tarde
23. iba a
24. sobre ese
25. conocimiento de embarque
26. cobrar o devolver
27. Cámara de Comercio
28. de vez en cuando
29. hasta ahora
30. a menos que
31. a sus manos
32. a principios
33. pocas veces
34. muchas veces
35. los siguientes
36. muy señor mío
37. muy señor nuestro
38. su servidor
39. muy señores nuestros
40. sus seguros servidores
41. a cargo del
42. acabo de recibir
43. al contado
44. por ejemplo
45. en buen estado
46. hace pocos días
47. después de la
48. estimado señor
49. seguro servidor y amigo
50. estimados señores

SUGGESTED TESTS ITEMS, Continued

D. Grammar Test

To the student:

En el espacio en blanco escriba la palabra correspondients para dar un significado correcto a la oracion.

1. (asi mismo, a sí mismo)
   El se culpa _____.

2. (haz, has)
   _____lo que te manden.

3. (por qué, porque)
   _____no estudias 15 minutos mas diariamente?

4. (verás, veraz)
   El Sr. Quintana es _____en sus pronunciamientos.

5. (más, mas)
   Vale _____tarde que nunca.

6. (solo, sólo)
   Necesito _____dos docenas.

7. (adapter, adopter)
   La gerencia va a _____nuevas medidas.

8. (chequear, expedir)
   Deseo _____el equipaje.

9. (aplicar, solicitar)
   Voy a _____un trabajo.

10. (adosar, endorsar)
    Tienes que _____el cheque.

11. (sino, si no)
    _____quieres, no lo compres.

12. (tu, tú)
    Prefiero que seas _____.

SUGGESTED TEST ITEMS, Continued

E. Syllabication Test

To the student: Haga la división silábica de las siguientes palabras:

1. exhibición
2. desinterés
3. equivocación
4. acecho
5. mercancía
6. certeza
7. huelga
8. yaciese
9. subarrendar
10. avalúo
11. efectúen
12. sostuve
13. suspicacia
14. indeseable
15. disminución
16. loable
17. suceptible
18. rehusar
19. pedazo
20. ennegrecer
21. yunque
22. consecuencia
23. innecesario
24. anteayer
25. especificación

SUGGESTED TEST ITEMS, Continued

F. Diacritical Marks Test

To the student: Acentúe, cuando convenga, las siguiente palabras:

1. estimulo	22. frigorifico	43. asi
2. miercoles	23. patriotico	44. ley
3. Dios	24. situe	45. lei
4. simpatico	25. momentanea	46. coordinacion
5. subais	26. fabrica	47. despues
6. aplauso	27. prehistorico	48. mimeografo
7. porcion	28. Menendez	49. reunion
8. rocio	29. imbecil	50. ahi
9. fiero	30. detras	51. acababamos
10. estudio	31. dificilisimo	52. rebajaron
11. heroe	32. America	53. fragil
12. trabajais	33. extasis	54. sucesion
13. habitacion	34. caracter	55. referendum
14. cuadruplo	35. diciendolo	56. fantasia
15. aereo	36. util	57. kilometro
16. pues	37. agradecioles	58. ademas
17. deshacer	38. agil	59. afligir
18. consentimineto	39. camion	60. proximo
19. prescindir	40. azucar	61. subsidiaria
20. subterraneo	41. posicion	62. Perez
21. indice	42. posiciones	63. Suarez

SUGGESTED TEST ITEM, Continued

6. Brief Forms and Word Derivatives

Dictate the following terms at 6-second intervals.

1. terminantemente
2. protestantísimo
3. remitiéndonoslo
4. abrazándote
5. devolviéndosela
6. sumandos
7. uninterrumpido
8. vehemente
9. Gran Bretaña
10. verbigracia
11. inocente
12. interrupción
13. superviviente
14. agradecimiento
15. bilingüe
16. despachen
17. entendimiento
18. exterioridad
19. nacionalidad
20. circunstanciales
21. agilidad
22. averiguar
23. averiguación
24. cartero
25. inmediato
26. Inglaterra
27. inglés
28. Estados Unidos
29. portorriqueno
30. Madrid
31. Alemania
32. coordinación
33. maldad
34. lealtad
35. dificultades
36. mediano
37. sueldo
38. calles
39. espontánea
40. centenares
41. forzosamente
42. acabaron
43. volvieron
44. fuerte
45. fuerza
46. inconsecuente
47. subsecuentemente
48. advertencia
49. bahía
50. bienvenido

SUGGESTED TEST ITEMS, Continued

II. Phrases with omission of words, joined and disjoined endings

Dictate the following phrases at 6-second intervals.

1. Hace poco
2. Hace pocos días
3. Desde que el
4. a fin de que
5. que ha dado
6. con el objeto de
7. que no haya
8. algún tiempo
9. por lo general
10. por la suma de
11. ninguna de la
12. para una
13. por la cantidad de
14. en lo sucesivo
15. en espera
16. mayor parte
17. no es posible que
18. somos de Ud.
19. a menudo
20. de momento
21. por consiguiente
22. a la mayor brevedad posible
23. no es posible que
24. próximo pasado
25. de fecha
26. tienen Uds.
27. no tiene que
28. si tiene Ud.
29. de nuevo
30. tenemos que
31. durante el
32. durante una
33. dentro de una
34. de nosotros
35. que ha de
36. a fuerza de
37. ya le
38. ya que este
39. es necesario que
40. del que viene
41. cada año
42. durante el cual
43. se encontraba
44. acabábamos de
45 muchos de nuestros
46. por regla general
47. para que el señor
48. si no le es posible
49. de hoy
50. en particular

SUGGESTED TEST ITEMS, Continued

I. Vocabulary—Omission of words in a dictation take

To the student:
Sustituya las palabras subrayadas que a su juicio expresen básicamente la misma idea.

Estimado senor Santos:

Contestando su apreciable nota de marzo 4, me es grato informarle que la copiadora que hace un mes esta entidad compró a su firma está funcionando perfectamente bien. No tenemos, por consiguiente, observación alguna que hacer al respecto, dándonos por satisfechos con la misma.

Agradezco a usted su interés en preguntar si estamos contentos con nuestra compra, y sin más por el momento, tengo el agrado de suscribirme, Su atento y seguro servidor,

Tomas Contreras M.
Secretario

SUGGESTED TEST ITEMS, Continued

J. Translation from Spanish into English--Translation of a business letter using business vocabulary and appropriate opening and closing lines.

To the student:
Traduzca la siguiente carta tomando en consideracion la terminologia y fraseologia en Correspondencia Comercial en español.

Estimado senor:

Nos es grato enviar para su conocimiento el material que se adjunta, con datos relativos a los equipos utilizados en otras empresas de su ramo en este pais.

Si usted desea alguna información adicional acerca de nuestros productos, no vacile en solicarla al suscrito, escribiendo a nuestras oficinas, cuya dirección consta en el membrete.

Esperando sus gratas noticias al respecto, saludo a usted,

Muy atentamente,